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ABSTRACT

This study surveyed 169 freshman students at Wheelock College to identify generational shifts in play experiences, students' play histories, later college and placement site experiences, and the extent to which play was a part of students' professional identities. Subjects in the study were primarily Caucasian females between 17 and 19 years of age. The survey was comprised of open-ended questions about students' memories of play at home, in school, and about the role of play in learning. Findings indicated that memories of home play were primarily of neighborhood play, most frequently outdoors and with other children. Students had vivid memories of school play at recess (especially large motor activities) and in dramatic and imaginative contexts. Memories of play at school helped students form ideas about what constitutes play in a school setting. Many students perceived a strong connection between play and social development, and a general relationship between play and learning, but did not specify the nature of the relationship. Some students mentioned child care experiences and generation-specific toys such as Cabbage Patch Dolls. The findings highlighted the need to develop and model language and practice to help future teachers recognize and describe the connection between play and learning. Research protocols sensitive to cultural differences in play are essential. Colleges need to be more responsive to play learning needs of each generation of students. Appendices include the survey used and a data summary. (KDFB)

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The Value of Play as Perceived by Wheelock College Freshman

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PS 025052

It is commonly accepted that play is an organic, necessary, and natural activity for children (Bat-Zion, 1995; Brown, 1994; Piers and Landau, 1980; Millar, 1968). And yet, as one looks at what happens to children today in both formal and informal settings, it seems as if their lives are being increasingly structured and controled to the detriment of their play (Elkind, 1988, 1994; Tappano, 1996). As a result, what has been thought of as play is now being removed from children's lives rather than supported, enhanced, or reinforced (Klugman and Fasoli, 1995; Hughes, 1995; Spodek and Saracho, 1991).

BLE

Important links between play and learning have received much attention from researchers over the last several decades (Piaget; 1962; Bredekamp, 1987; Smilansky, 1968). Yet many barriers are still raised against the position that play is an essential core of the early childhood program (Elkind, 1990). These barriers exist despite the fact that the leading professional organization in the United States, the National Association for the Education of Young Children (NAEYC), has stated that play is both essential and developmentally appropriate for young children (Bredekamp, 1987). The organization's numerous publications and position statements on this subject over the last decade have emphasized this stance (Bredekamp, 1987; Rogers and Sawyers, 1988).

Looking at the perceptions of children's play held by students who enter undergraduate professional preparation programs in early childhood care and education may offer additional insight and may point toward the most efficacious directions for work in this area. What students entering an early childhood program already understand about play can yield important perspectives on ways to cohesively link learning and play as the center pole of early childhood curriculum.

The Study

Understanding the knowledge base of incoming freshmen can assist in efforts to find ways to shape programs, curriculum, and policy and to improve responsiveness to students' needs and to the emerging requirements of the field. This research effort has been focused on defining children's play more specifically and coherently. The research focus has been two-fold:

1. to discover the level and extent of knowledge about play held by entry-level students at Wheelock College through helping them to draw upon their own personal recollections of playing as children;

and

2. to study how recollections of playing as children may have influenced these students' current perceptions of children's play and its relationship to learning, particularly to school learning.

Wheelock College was the setting selected for this study. Wheelock focuses at the undergraduate level on early care and education, child life, and social work. The fact that the focus of the college is on human services has added an important dimension to the study. Students entering as freshmen are a self-selected group already identified as being "interested in work with children."

A useful aspect of the study is its potential for helping to identify gaps in programs. New directions may well emerge for the design or redesign of early childhood and child life preparation programs that can more effectively prepare students entering the field to support the play of young children.

The questionnaires[1] were administered to all incoming Wheelock freshmen in fall 1994. The questionnaire contained the following three open-ended questions designed to determine entering students' currently held perceptions and insights about play and learning:

1. What are your memories of your own play at home as you were growing up?

2. What are your memories of your play experiences at school?

3. What do you see as the role of play in learning?

Demographics of the Respondents

One hundred sixty-nine responses to the questionnaire were received from a total of 169 freshmen. Of these, 144 were caucasian female respondents; 6 were caucasian male respondents; 10 were black female respondents; 4 were hispanic female respondents; 4 were Asian female respondents, and 1 was an Asian male respondent. The great majority of the respondents were entering freshmen who fell between the ages of seventeen and nineteen. There were 11 older freshmen whose ages ranged from 20 through 34. There were four individuals who did not indicate an age.

The questionnaire was administered to all freshmen during the same week in a course required for all freshmen. For this reason, there was a 100 percent return rate.

[1]A copy of the questionnaire is included as Appendix A.

Findings

Some General Observations

Researchers acknowledge that personal background and experience contribute substantially to the base upon which professional preparation is built. Holborn and Wideen (1988), in their discussion of individuals preparing for teaching, describe how preservice teachers base their views upon assumptions and beliefs formed as a result of their personal schooling experiences. Lortie (1975) refers to this schooling experience as ***an apprenticeship of observation***, while Duckworth (1987) refers to this phenomenon ***as territories of knowledge*** gained over the thirteen-year period of participation in formal teaching and learning settings prior to college. It would follow that past play experiences contribute substantially to an adult's sense of what play is and to its value as part of the school experience. An understanding of how students perceive play can provide guidance in the preparation programs for human service practitioners.

Play Memories of Home and School

Children's play settings appear wherever children are found. In this study, a differentiation between home and school play was structured in order to see whether setting created differences in recollections of childhood play, and if so, what the differences might be. If it was found that there were "setting" differences, the ongoing investigation could focus on gaining understanding of the implications, both for future course development and for programs of study. Questions were designed broadly to elicit students' memories about their own play experiences as children at home and at school, without the added specific requirement for a differentiation between outdoor play and indoor play activity.

Memories of Play at Home

One hundred eighteen responses indicated that much of the remembered play "at home" actually took place in neighborhoods, with siblings, neighbors, and/or friend(s). This reported play occurred most frequently outdoors and is illustrated by the following responses.

I played a lot with the kids in my neighborhood. We liked to play in the fields behind my house.

Often I would be racing around on my bike, swinging from and climbing trees. Playing house to playing in the dirt with race cars, to playing Barbie and GI Joe with my brother.

I played a lot outdoors, with friends and family. I remember we used to play "town," hide-and-go-seek, house, and kickball.

My memories of playing at home were being able to run around outside and play on the play gym and being able to ride my bike.

A smaller number of students recalled playing inside their homes and focusing on toys and friends.

I remember having a kitchen set, dolls, and many other toys that I played with. I spent a lot of time playing house with my friends or playing store.

I loved dolls and had lots of Barbies. I would play with those, and my brother and I loved Legos, and we'd build things. I had a kitchen set, so we would play house. I remember playing with Tinker Toys. I also liked playing games with the family like Chutes and Ladders. I loved playing with my toys.

Twenty respondents indicated that adults assumed a role in their "home play."

I have a large family, so there was always someone to play with. My mom and dad loved to be a part of play time with us.

I have fond memories. My parents were and still are very involved in my life. As a child I would dress my dad up with makeup and make him eat what I "baked" at my little kitchen set. Both my parents seemed like they had been parents before because they were so good at it.

I remember both of my parents playing educational as well as fun games with me.

Memories of Play at School

When respondents recalled their play at school, twenty-six included in their descriptions of play an acceptance of "teacher-directed activities" as play. Some sample responses below help to illustrate.

> *In grammar school . . . the only "playtime" we had was during gym [class].*
>
> *Most of the games were already thought up by the teacher and they didn't leave much open for our imagination.*
>
> *At school we would play math games and grammar games.*

One gets a feeling that students sensed more freedom to play out-of-doors both at home and at school (see "Recess," below). However, when recalling the indoor environment, respondents apparently felt more constricted at school than they did at home. The teachers directed what the play would be (i.e., gym class or games focused on specific subject areas). In contrast, there was generally a memory of greater freedom in the home to self-select playmates and to freely create play activities with siblings, peers, and parents.

Recess

The respondents' memories of play experiences at school seemed to reflect the ways in which their school's cultures affected and helped them to form ideas about what constituted play in a school setting. The questionnaire design did not require respondents to differentiate between early childhood and later childhood programs. As a result, the age group to which a given response refers is sometimes unclear. However, it is likely that when respondents used the term *recess* they were referring to children in grades K–6, as in the following.

> *I remember that recess was one of the most exciting times of the day for me. At recess we jumped rope, played tag, played with snow in the wintertime, and, when we got older, talking to boys became very exciting.*
>
> *During morning recess and lunch recess, we would run around the playground and play on the slides and [jungle] gyms.*

When we got old enough to go outside, there was hopscotch, basketball, dodge ball, and kickball.

The largest number of respondents (59) to question two (*What are your memories of your play experience at school?*) indicated that large-muscle activities involving playground equipment (jungle gym, basketball hoop, slide, and swings) comprised most of what they remembered as "play at school." To this number can be added the third-largest number of responses (44), which included outdoor, large-muscle activities such as "games with rules" like basketball, soccer, kickball, and dodgeball. Thirty-one respondents to question two reported their memories of play at school as just "recess." This group of respondents did not define or elaborate upon their single-word responses.

It appears that "recess," as it was (and may still be) defined in many schools, is a time when children can be physically active, usually outdoors, and independent of adult supervision, essentially fending for themselves. Interestingly enough, this response was similar to the respondents' memories of play at home, in which many respondents saw play as something that took place out-of-doors and that allowed for independence and the selection of their own friendship groupings.

Although some respondents reported recess as a highlight of the school day, a small minority of respondents (5) disliked and anticipated it with fear and even a sense of failure. These five referred to what can be termed feelings of abandonment by adults and vulnerability to other children during recess. This preliminary finding will require more in-depth interviewing to determine whether these reactions were caused by divergent play preferences or styles. Differences in attitudes about fine-motor activities, dramatic or sociodramatic play, or other kinds of social experience with peers may be found to be important factors in children's reactions to various play settings or experiences.

Dramatic/Imaginative Play

The second largest number of answers to question two (49) indicated that these respondents remembered their early play as having had important dramatic/imaginative components. The majority of these components clustered within indoor environ-

ments. Respondents remembered participating in dramatic and sociodramatic play such as blocks, house play, doll house play, and constructive play with puzzles, paint, playdough, and finger paint.

> *In nursery school and kindergarten, I loved to play with the blocks. I also loved to play house. I liked dressing in dress-up clothes with the boys and girls and playing house.*
>
> *In kindergarten we would get a half hour to play with blocks or the kitchen set.*
>
> *At school I remember having fun with the other students playing with dolls or blocks. We always played cooks or dress up in the toy center in my school. We went there every day at the same time until we reached fourth grade.*
>
> *We were involved in imaginative play. We made up intricate and complicated stories about life, where we were, and what we were doing.*

Six of the respondents recalled engaging in dramatic and imaginative play during recess. The following is an illustration:

> *At school, my friends and I used to play around this huge tree. It had many crevices and holes to store coins in. We'd pretend that the tree was a house and we'd play in it. School was always fun at recess.*

"I Don't Remember Playing at School": A Response with Qualifications

Fourteen respondents indicated initially that they *had no memory of playing at school.* Frequently they qualified this "lack of memory" by presenting one or more illustrations that indicated that they actually had played in school. Most respondents differentiated among preschool, kindergarten, and elementary school. For example, one respondent stated:

> *I really don't remember play at school except for Head Start.*

The definition of school for this respondent includes preschool education (Head Start) as well as elementary education (K–6).

Some respondents qualified their first report of not playing at school when they elaborated on a simple example of remembered play.

> *I don't remember playing in school. Except for a bubble table in my kindergarten class.*
>
> *I don't really remember playing a lot at school. I mostly read when they let us have free time.*
>
> *I do not remember a lot [about playing in school]. I do remember that the most popular activity was playing teacher because we got to write on the chalkboard.*

In the following two responses, after the initial "I don't remember play at school," both respondents' elaborations referred to the out-of-doors:

> *I don't remember playing much in school, except at recess when we played in the playground.*
>
> *I don't remember indoor play as well as outdoor play.*

In one instance, the respondent connected her not remembering play at school to the fact that teachers can make school work seem like playing:

> *I don't remember if we really did play in school. What I do know is that you don't really need play in school because work is kind of play. I mean, you can make the work so kids feel like they are not working but playing and they actually enjoy school more.*

What factors may have contributed to the initial lack of play memory among these fourteen respondents? Might it be that for many people school and play are contradictory? Or might this kind of response simply be a knee-jerk reaction to a request to write something down? Follow-up interviews with some or all of these fourteen respondents are indicated to help shed more light on what factors may have provoked this response and how the question might subsequently be worded to allow respondents to get past this initial "blocked memory" response.

Gender

Nineteen respondents reported their memories of play at school as being significantly influenced by issues of gender, either positively or negatively. Sometimes the respondents reported their memories of satisfying participation in single-gender groups. In contrast, some respondents reported chasing after children of the opposite gender or teachers adamantly insisting that reluctant groups of girls and boys play with each other.

Perceptions of Play as Related to Social Development

The largest number of responses to each question was clustered under various aspects of social development. There were 118 responses to question one (memories of play at home) that indicated memories of play involving other children. Forty respondents mentioned playing with others in response to question two (memories of play at school). Question three (the role of play in learning) elicited eighty-eight responses that described the role of play as helping "children's social development." It became increasingly clear that *social milieu*, both at home and at school, formed a large part of respondent's adult sense of what play was and its impact upon the development of young children. Respondents often saw play as a social rather than an individual activity. The findings related to the perceived relationship between play and social skills were embedded in a variety of ways throughout the responses to each of the three questions.

Generational Perspectives

In their early childhoods, the 1994 entering freshmen had been immersed in their neighborhoods, schools, playthings, in the cultural expectations prevalent in the late 1970s and early 1980s. The views of respondents to the questionnaire reflected changes in child care mores occurring during their childhood years. For example, some respondents mentioned that their moms had other children in their homes every day, indicating that home-based baby sitting and family day care may have taken place in their homes. One respondent crossed out the word *school* in question two (*what are your memories of play in school?*) and another simply broadened the definition of school to include early childhood programs.

Another generation-specific play issue involved toys. During the late '70s and through the middle '80s, the toy industry marketed Cabbage Patch Dolls to parents and children, along with Barbie Dolls and Match Box Cars. Mention of these toys appeared frequently in the questionnaire responses, and respondents remembered siblings, friends, and neighbors as having played with these items.

Since each generation of students experiences differences in the social structures that support child care and education is important to account for these varied experiences in planning programs and college-level courses. The toy industry market has changed rapidly and may exert very different influences on each subsequent generation of children and their play.

The Relationship between Learning and Play

The responses to question three on the role of play in learning revealed a general sense that play makes an important contribution to children's learning. As was pointed out above, the largest number of respondents (eighty-eight) commented on the relationship between social development and play. However, additional responses to the question (***what do you see as the role of play in children's learning?***) reveal a scattering that, for clarity, has been grouped in the following four categories:

1. responses indicating the belief that children learn "more" through play (48);

2. responses reflecting the idea that play is a means to develop knowledge (12);

3. responses indicating that play contains some elements of formal learning (8);

4. responses reflecting the view that play is an important way for children to learn mastery of their environment (4).

Unlike the more clearly perceived direct link between social skills and play that many respondents saw, the connection between learning and play was not as easily perceived. Respondents in the

first category (children learn "more" through play) frequently described play as "fun," as "being interesting," or as "important to learning." The last statement appears without further elaboration. More study is required in order to fine-tune and clarify what respondents specifically meant by their comments. It may be that students did not articulate a linkage because they did not understand what that linkage might be. Instead, they may simply have intuited a close connection between play and learning. Selected responses from the first category above (children learn "more" through play) reflected the students' somewhat naive thinking:

I think children learn more by playing.

When you are playing with children, they don't always realize that they are being taught something.

[Play] makes it much more interesting to learn.

You learn more by playing than by sitting and listening.

In the second category (play develops knowledge), respondents focused more directly on the perceived link between play and cognitive development, still reflected a somewhat diffuse and unsophisticated thinking.

[Children] develop everyday knowledge.

Role playing as a child helped me gain knowledge of what type of jobs I want to go into today.

It helps our minds to develop.

In the third category (play seen as containing elements of formal learning), responses were somewhat more specific and more thoughtful.

It helps [children] to develop important skills.

When I explored with my friends, we found out a lot about nature. Children can also discover simple machine workings when playing (the lever seesaw).

Through play you learn colors, shapes, numbers, and letters.

In the fourth and last category (viewing play as a way to gain mastery of the environment), respondents seemed to view the relationship between learning and play as one of discovering and managing oneself within the environment. In the words of two respondents,

> *You learn through discovery and play how to get along in our environment.*
>
> *I think children basically learn, through play, about themselves and about their environment and how to get along within it.*

It appears that respondents learned the important link between play and learning from their own experience. How can we best build upon these understandings and "on-target" intuitions? How can preparation programs help "teachers-in-process" make the needed connections between theory, play research, and concrete, daily play activities?

Language can be developed, refined, and discovered to assist in the process of clarifying and articulating the benefits of play and the negative impact on children who do not have the capacity or the opportunity to play. It is to be hoped that courses such as child and human development, practica, and others devoted specifically to children's play will help students share with others (in writing and verbally) how the connections between theory, research, and actual practice can be clarified and communicated.

Culture and Play

Among the respondents there were 10 blacks, 4 hispanic and 4 Asian female respondents, and 1 Asian male respondent. Their responses did not indicate any clear differences from the larger group of caucasian respondents. We anticipated that some differences between the responses from members of the dominant culture and from members of other groups would emerge. However, the questionnaire was not sufficiently sensitive to pick up those differences. Although we know that most of the accrued knowledge in the play literature field has been monocultural—that is, Anglo-European—this is certainly an area requiring further inquiry.

Highlights

Participation in neighborhood outdoor play was recalled by 70 percent of the respondents. To what extent is the importance of outdoor play reflected in teacher preparation programs? For example, where do today's children play? How have neighborhoods changed? How might neighborhoods that provide safe and developmentally appropriate play places and spaces for children be created? How safe is the play environment? While questions will not necessarily be integrated into future questionnaires, the imbedded concepts can be included in preparation programs designed to address the needs of present and future generations.

Responses to question three (play and learning) indicate that only 43 percent of respondents saw a direct relationship between learning and play. Twelve percent recognized a relationship between play and cognition. However, it is still necessary to devise ways to clarify and to make convincing demonstrations of the linkages between learning and play. Play is, indeed, at the core of early childhood education (Bredekamp, 1987) and should be found embedded in the center of early childhood curriculum (Scales, et al., 1993). While play is thought by many to be an important link to learning, respondents identified it with teacher directed activities designed to use play in conjunction with a kind of hidden agenda focused on accomplishing specific teacher goals. If this is the way play is widely understood, it is even more essential to define play with care and specificity. We must move toward beliefs that can be widely shared and broadly accepted within the early childhood profession.

Directions for Future Study

This study points in at least five directions for productive follow-up research: 1) enhancing understanding of children's play through language; 2) viewing play in the primary and intermediate grade classrooms beyond the recess experience; 3) appreciating the critical impact of culture on children's play; 4) identifying the interfaces between social development and play; and 5) recognizing generational differences in play.

Enhancing Understanding of Children's Play through Language

Frequently it has been found that teachers have learned about play in diffuse rather than focused, clearly articulated, and thoughtful ways. It appears that teachers may have never had previous exposure to cohesive ways of thinking about or articulating the critical connections between play and learning. The responses to the questionnaire have emphasized this point. In general, respondents seemed convinced of the link between children's play and their learning. However, they frequently could not cogently articulate their thinking in this area. Perhaps what is necessary is a further examination of whether or not students in college programs are provided with sufficient and appropriate exposure to the thinking and language underlying a thoughtful and focused interpretation of the linkages between play and learning.

Viewing Play in Primary and Intermediate Grade Classrooms beyond the Recess Experience

Many respondents remember play at school as recess. Very little reference was made in survey responses to play within the classrooms, particularly in the primary or intermediate grades. One wonders whether this was a reflection of a culturally held value system that failed to see any relationship between play and learning. As children grow older and move up in the grades, this value becomes increasingly overt.

The Critical Impact of Culture on Children's Play

This study did not elicit substantial ethnic and cultural differences among groups in memories of childhood play and in ideas about what play actually is. However, a variation in viewpoints would appear to be likely among members of Asian, black, caucasian, hispanic, and other communities. Further research is needed to clarify what experience has shown to be the quite divergent views of play held by members of various ethnic and/or cultural groups. This area for further research is potentially significant, since the study of children's play continues to broaden and to incorporate the "play cultures" of diverse groups. Currently emerging research findings on how children learn and how children's learn-

ing and cultural values are enmeshed remain a very rich and significant area for research.

In a discussion at Wheelock College, play experts and researchers suggested that a follow-up focus group discussion might yield different data from the questionnaire responses. It was suggested that individuals frequently respond differently to information in a focus group because issues and problems become clarified and defined through the group process.

The Interface between Social Development and Play

It was clear from the majority of respondents that a direct relationship between social development and play is widely perceived. The issue for programs and courses is to find ways to best use this factor as a springboard for developing deeper and broader insights into the significance of play in childhood. This is a potentially rich area for further research.

Generational Differences in Play

As each generation of students brings its own background and experiences to its views of children's play, more exploration becomes necessary to tap emerging insights and resources. For example, how have students experienced violence in their schools, their homes, or their communities? How has this been reflected in their play in these settings? What can be shared and what can be learned? The current work on violence in American culture will shed much needed light in this area.

Can Children's Play Lead the Way toward Inclusion?

As we continue to gain insights from those we teach, the gaps separating theory, research, and practice can diminish. At the same time, the emerging voices of the constituencies we teach can begin to be heard. We must still remember that there will be times when we may not understand the perceptions or perspectives of others. In such instances, new ways to include these voices in the dialogue must be found. At the very least, articulating our attempt to find ways to understand and include "other" groups and their perspectives about play provides the first step in a necessary and potentially very useful inclusionary process.

APPENDIX A

QUESTIONNAIRE

TO: All entering students at Wheelock
FROM: The Wheelock Center for Play

The Wheelock Center for Play is interested in knowing more about the views of play held by entering students. We are very interested in your ideas about children's play. There are no "right" or "wrong" answers to any of the questions and your responses to the three questions below will be very useful in our work and much appreciated. Your responses will be kept strictly confidential. However, we request that you fill out the basic demographic data below, which does request your name, gender, ethnicity, etc. This information is being requested so that we can have a clear sense of the variety of cultural backgrounds within the group of respondents. You may be invited to participate in follow-up research in the future. We very much appreciate your thoughtful responses to the three questions below and your participation in this research effort.

Questionnaire

Name_____

Address _____

_____

Phone (Day): _____ Phone (Eve): _____

Program: A.S._____ B.S._____ M.S._____ C.A.G.S._____

Ethnicity: _____

Female _____ Male _____ Age _____

Program in which you are enrolled: _____

1. What are your memories of your own play in your home as you were growing up?

2. What are your memories of your play experience at school?

3. What do you see as the role of play in learning?

APPENDIX B

QUESTIONNAIRE DATA

1. *What are your memories of your own play?*

g)	118	Play remembered as involving other children (social activity, neighbors, friends, siblings)
f)	84	Play remembered as dramatic and imaginative
c)	32	Play remembered as solitary activity
e)	24	Play remembered as games with rules
d)	20	Play remembered as involving adults
a)	8	Play remembered with formal learning component
h)	4	Play with imaginary friends
b)	1	Play remembered with emotional content

2. *What are your memories of play at school?*

c)	59	large-muscle activities (playground equipment)
f)	49	dramatic, imaginative play
d)	44	large-muscle activities that incorporate games with rules
k)	40	play with other children
e)	31	recess (which remains undefined by respondent)
i)	26	teacher-directed activities were accepted as play
m)	19	gender-defined play (seen either positively or negatively)
p)	12	does not remember play at school (in one instance) except for Head Start
d3)	9	play with unstructured materials
d1)	4	play defined as athletic event
d2)	4	(board or other sedentary) games with rules
l)	3	felt self to be "butt" of teasing by other children or left out of play
e1)	2	negative feeling toward recess (recess still undefined)
h)	2	disrupted school program in order to play
n)	2	play seen as containing a formal learning component
o)	2	leadership/followership an issue in play

k1	1	played with teacher
h1)	1	could only play in school when work completed
h2	1	do not recall play in school
j)	1	solitary play at school
j1)	1	after third grade, "play was close to nothing"
g)	1	responded in a way that implies lack of understanding about what play is

3. *What do you see the role of play in learning?*

b)	88	play helps children's social development
c)	48	children learn more through play
a)	44	generalized statement that play is important
a1)	1	play impacts a child's future
m)	23	dramatic play (imaginative)
f)	12	play enhances children's creativity
q)	11	play develops knowledge
n)	10	exploratory element of play
p)	9	play as pleasure
j)	9	play enhances children's physical development
h)	8	play as emotional release for children
d)	8	play seen as containing formal learning component
e)	8	children gain new insight through interaction with others in play
k)	6	play as a motivator for children
w)	5	learn about self
o)	4	learning to master the environment
r)	3	play is self-expression
t)	3	play is child's work
l)	2	solitary play
v)	2	self-esteem
s)	2	important for teachers to observe play
g)	2	children are not permitted to play
u)	1	cognitive skills
x)	1	moral development
y)	1	leadership
z)	1	playful environment